

LAGRANGE

COLLEGE

Graduate Bulletin
2006 - 2007



LaGrange College, 601 Broad St., LaGrange, GA 30240

**GRADUATE
BULLETIN**

2006-2007

LaGrange College
LaGrange, Georgia

College Communications Directory

LaGrange College

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LaGrange, Georgia 30240-2999

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www.lagrange.edu

A complete directory of faculty and staff telephone numbers, fax numbers, and e-mail addresses is available on the College web site, www.lagrange.edu

(area code 706)

LaGrange College 880-8000

General Information

Office of the President 880-8230

President, F. Stuart Gulley, Ph.D.

Academic Affairs 880-8236

Vice President for Academic Affairs and Dean, Jay K. Simmons, Ph.D.

Admission Office 880-8253

Director of Admission, Wells Shepherd

Bookstore 880-8068

Director, Anita Laney

Business Administration Division 880-8282

Chair, Jon Birkeli, Ph.D.

Business Office/Student Accounts 880-8278

Accounts Receivable Specialist, Becky Carter

Office of the Chaplain 880-8297

Elizabeth Walker Lanier Campus Minister, Rev. Quincy Brown

Education Division 880-8017

Chair, Don Livingston, Ed.D.

Evening College 880-8021

Director, Linda H. McMullen

Financial Aid Office 880-8229

Director, Sylvia Smith

Registrar's Office 880-8997

Director, Jimmy Herring

LaGrange College admits qualified students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

LaGrange College Graduate Bulletin, Volume CLXV, Number 2

President: Dr. F. Stuart Gulley Editor: Dr. Jay Simmons

LaGrange College Graduate Bulletin, the official publication of LaGrange College for current and future students is published Annually. Correspondence should be directed to the Office of Academic Dean, LaGrange College, 601 Broad Street, LaGrange, GA 30240-2999. E-mail correspondence to jsimmons@lagrange.edu or fax to (706) 880-8358.

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2006 – 2007

EDUCATION DEPARTMENT CALENDAR

Semester System

Fall Semester (63 Class Days)

August	22	New faculty asseble
August	23	Opening Session
August	28-Sept 2	New student orientation-First Week
September	4	Labor Day-College closed
September	6	All Classes Begin
		Opening Convocation
September	12	End drop/add period and late registration. No refunds for individual courses dropped after 5:00 p.m. "I" grades must be changed to permanent grades. Syllabi and office hours due in Dean's office. If possible, please submit by email
September	15	Day of Record
September	28-29	Interim Term Travel Pre-Registration
October	3	Last day to drop a class with an automatic "W"
		Endowed Scholarship Luncheon
October	6-8	Homecoming
October	12-13	Fall Break—No Classes
October	20	Board of Trustees Meeting
		Midterm.
October	30-Nov 3	Advising period and pre-registration for Day program students. Students completing degree requirements by end of fall term should file petitions for graduation. Students may declare majors. Advisors available.
November	9	Last day to drop a class
November	12	Loyalty Fund Scholars Luncheon
November	21	Last Day of Classes before Thanksgiving Break
November	23-24	Administrative Offices Closed
November	27	Classes resume after Thanksgiving Break

November	27-Dec	2	Celebrate the Servant
December	8		Last Day of Fall Semester Classes for Day College
December	9		Reading Day
December	11-15		Final Exams
			Begin term break, 5pm
December	21		Grades due
			Last day to pre-pay or confirm pre-registration for Interim and Spring Terms 2004; otherwise, pre-registered students must go through registration, January 2, 2007
December	22-26		Holidays for administration and staff.
December	27-29		Administrative offices open

2007 Interim Term (20 Class Days)

January	1		New Year's Holiday
January	2		Residence halls open
			Registration for new and returning Day students. Advisors for freshman, transfer and readmitted students are available. Mandatory First Meeting for classes.
January	4		End Drop/Add. No refund for individual classes dropped after this date. Last day for late registration.
January	9		Last day to drop a class with an automatic "W"
January	15		Martin Luther King, Jr. Day - College closed. No
January	22		Last day to drop a class
January	30		Last day of class
February	2		Interim Term Grades due

Spring Semester (63 Class Days)

February	2		Day program registration for new and returning students not prepaid. Advisors for freshman, transfer and readmitted students are available.
February	5		Classes begin
February	9		End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration.

February	27	Annually Supported Scholarship Luncheon
March	2	Last day to drop with automatic "W"
March	19	Midterm
March	26-30	Advising period and pre-registration for upper class Day program students. Students completing degree requirements in summer or fall should file petitions for graduation. Students may declare majors. Advisors available
March	27	Annual Award Scholarship Luncheon
April	2-6	Spring Break-Administrative Offices open
April	13	Last Day to Drop a Class
April	20	Board of Trustees Meeting
April	23-27	Pre-Registration for Interim Travel Projects
April	27	Honors Day
April	28-30	Family Weekend
April	28	May Day
May	3	Faculty Meeting, Student Center Assembly Room
May	9	Faculty Coffee, Edmondson Parlor Last Day of Classes for Day Program
May	10	Reading Day
May	11-16	Final Exams

GRADES DUE FOR GRADUATES BY 12:00 P.M. ON THURSDAY, MAY 17

- 18 Graduation rehearsal, faculty marshals and student marshals attend
Senior brunch, faculty and staff are invited.
Baccalaureate at First United Methodist Church
All faculty should plan to attend
Grades due at 5:00 p.m.
- 19 Graduation on Residential Quadrangle. All faculty should plan to attend.
- 28 Memorial Day - College closed.

Summer I Term 2007

June	4	Session I begins
June	29	Session I ends

Summer II Term 2007

July	2	Session II begins
July	27	Session II ends

ABOUT LAGRANGE COLLEGE

General Information

The *LaGrange College Graduate Bulletin* is subordinate to the *LaGrange College Bulletin*. All policies not specifically addressed in this *Graduate Bulletin* are detailed in the *LaGrange College Bulletin*. This *Graduate Bulletin* details policies, procedures, degrees, and courses that are unique to the graduate program. Inquiries regarding policies not covered should be addressed to the Vice President for Academic Affairs and Dean.

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees, and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper College authorities.

Mission

LaGrange College is called through The United Methodist Church to challenge the minds and inspire the souls of students by improving their creative, critical and communicative abilities in a caring and ethical community.

LaGrange College, established in 1831, is owned by the North Georgia Conference of The United Methodist Church. LaGrange College is proud of this relationship and believes that its mission is an extension of the work of The United Methodist Church. LaGrange College is committed to the free, uninhibited pursuit of truth. Academic freedom and free expression of faculty and students are integral to the LaGrange College ethos. LaGrange College is committed to challenging the minds and inspiring the souls of students by improving their creative, critical and communicative abilities. Faculty recognize the part they play in a student's development by serving as mentors and role models. The total LaGrange College program -- curricular and co-curricular -- is designed to challenge and support students as they deal with fundamental issues of self, world, and God.

The principal curricular methods by which the College assists students in the improving of their creative, critical, and communicative abilities is an interdisciplinary, technologically sophisticated liberal arts program (A.A., B.A., B.S., B.M.), professional programs in business (B.S., B.A.), nursing (B.S.N.) and education (B.A., M.Ed., M.A.T.), and continuing education. The principal co-curricular means is through a comprehensive program of student life and athletics. LaGrange College strives to be a caring and ethical community. The hallmark of the LaGrange College community is the quest for civility, diversity, service, and excellence. *Adopted by Faculty, Administration, and Board of Trustees, 1997.*

Accreditation

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associates, bachelors, and masters' degrees.

LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges and Universities and the Georgia Foundation for Independent Colleges.

The Georgia Professional Standards Commission, which confers professional certificates upon college graduates meeting requirements in early childhood, middle grades, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The Bachelor of Science in Nursing program is accredited by the National League for Nursing.

The undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

FINANCIAL INFORMATION

Payment of Charges

All charges for the semester are due and payable at the beginning of the term, and each student is expected to make satisfactory arrangements at that time.

Students who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Students completing registration after the Registration Day will be assessed a Late Registration fee.

The College also offers a deferred payment option that allows students to make monthly payments to cover educational costs. Interest will be assessed to students utilizing this option.

Expenses

1. Admission
Application for admission (non-refundable).....20.00
2. **Tuition**
Graduate (MED and MAT) education courses
per credit hour703.00
3. **Fees — Miscellaneous**
Late registration..... 50.00
Personal checks failing to clear 25.00
Student Identification Card replacement fee 15.00
Parking Permit..... 15.00

Refund Policies

No refund of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refund will be made for individual courses dropped after dates established by the school calendar.

Refunds will be processed within thirty (30) days of notification of an “official withdrawal.” An official withdrawal date is defined by:

- the earlier of date student began school’s withdrawal process or date student otherwise provided “official” notice; or
- if student did not notify school, the midpoint in the term; or the date of student’s last attendance at documented academically-related activity; or
- if student did not notify due to circumstances beyond student’s control, date related to that circumstance.

Refund Policy—Complete Withdrawal

A student withdrawing from the College must submit a **Complete Withdrawal Form**, which is available in the Registrar's Office. The student should also consult the Financial Aid Office and the Business Office to determine the financial consequences of a **Complete Withdrawal**.

The Department of Education requires all unearned Title IV funds to be returned to the program from which such aid was awarded. The College will credit the student's account for all unearned institutional charges. The Department of Education defines institutional charges as "all charges for tuition, fees, and room and board, and expenses for required course materials, if the student does not have a real and reasonable opportunity to purchase the required course materials from any place but the school."

In the event of a **Complete Withdrawal**, refunds of institutional charges will be calculated as follows: The College calculates the amount of Title IV (federal grant and loan) funds the student has earned during the term by dividing the number of days a student actually completes by the total number of days within the term (excluding breaks). The resulting percentage is multiplied by the amount of federal funds that were applied to the student's account. This is the amount the student actually earned. The remainder is returned to the federal program. If the resulting percentage is 60 percent or greater, the student will have earned 100 percent of the federal funds. Tuition credits will be applied to the student's account in the same manner as the return of federal funds. After the student has completed 60 percent of the term, there will be no refund of institutional charges.

In certain cases, these refund requirements may leave an indebtedness on the student's account. This may also require the student to reimburse the Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is therefore imperative that the students fully discuss the ramifications of a **Complete Withdrawal** with the Financial Aid Office prior to making a final decision.

A student will not receive a refund until all financial aid programs have been reimbursed. Refunds will be returned in the order indicated below:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal Perkins Loan Program
- Federal PLUS Program
- Federal Pell Grant Program
- Federal SEOG Program
- Other Title IV Programs
- Other state, private, or institutional assistance programs
- To the student

Credit Balances

Students who have a credit balance on their student account may obtain a credit balance refund within fourteen (14) calendar days whichever is the latest of:

- the date the balance occurs,
- the first day of classes of a payment period or enrollment period, as applicable, or
- the date the student rescinds authorization given the school to hold the funds.
- Students must certify they are enrolled and regularly attending class at the time they receive the refund.

Federal Tax Credits

The Tax Reform Act of 1997 provided two tax credits for higher education. The "Hope Scholarship Credit" provides up to a \$1,500 tax credit for the first two years of postsecondary education in a program that leads to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses are for tuition and fees and do not include room, board, books, insurance, and other similar expenses.

The "Lifetime Learning Credit" provides up to a \$2,000 per year tax credit per family. These tax credits are phased out as the modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits. For additional information about these credits, please consult the Business Office or your tax preparer.

Miscellaneous

- Depending upon individual requirements, a student may expect to spend \$750 to \$1,000 per year on books and personal expenses.
- All students must present proof of health insurance at the time of registration and complete a waiver form including provider name and policy number. If the student does not have insurance, the College will assess the student for limited coverage group sickness and accident insurance coverage.
- Official transcripts and diplomas are withheld for any student who has a financial obligation owed to LaGrange College.

FINANCIAL AID

Philosophy

LaGrange College believes that the student should contribute to the educational expenses of attending a college or university to the extent of their ability. The Financial Aid Office is available to assist students in meeting the difference between the cost of education at LaGrange College and what the student can contribute. The Financial Aid Office at LaGrange College attempts to defray the cost of education from all available Federal, State, and institutional sources. The student should be prepared to assume a measure of responsibility in meeting educational expenses through self-help financial aid sources such as student loans.

General Information

Students in need of financial assistance must complete a federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects student and spousal, if applicable, income and asset information needed to determine eligibility for financial aid. This information is used in a federal need analysis calculation to determine the Expected Family Contribution (EFC).

The Financial Aid Office establishes a Cost of Attendance Budget that discloses the annual costs for a student to attend LaGrange College. The Cost of Attendance includes tuition, fees, room, board, books and supplies, and living expenses. Other components of the Cost of Attendance, which is applied on an individual basis, are childcare expenses, study abroad, and the purchase of a computer. These items may require documentation from the student. Below is the Cost of Attendance Budgets for the 2006-2007 academic year.

Master of Education	\$18,461
Master of Arts in Teaching	\$26,897

The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the student's EFC is less than the Cost of Attendance, a financial need is established. The Financial Aid Office attempts to meet the financial need of applicants from federal, state, and institutional sources.

Financial Aid Application Procedures

Applicants for financial aid must:

Apply and be accepted as a regular degree-seeking student in an eligible program at LaGrange College. ***Students conditionally accepted into a master's program are not eligible for financial assistance until all admission requirements are met for entry into their chosen program. This includes submission of GRE or Praxis test scores.***

- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA annually.
- Submit all required documents for verification, if selected.

Verification

Verification is the process of evaluating the accuracy of financial information provided on the Free Application for Federal Student Aid. The U.S. Department of Education randomly selects approximately 30% of all financial aid applications for verification. The Financial Aid Office may select additional applications for verification if conflicting or incomplete information exists. A financial aid award cannot be provided until the verification process is completed.

Students selected for verification will be asked to verify, at a minimum, the following: adjusted gross income, federal income tax paid, earned income credit, family size, number of family members in college, and untaxed income. Most students will be asked to complete a verification worksheet and provide copies of applicable federal tax returns. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processor. The results are usually received within seven days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be mailed.

Financial Aid Eligibility Requirements

In general, to be eligible for financial assistance, the applicant must:

- Be a U.S. Citizen or permanent resident alien of the United States
- Be accepted for admission or currently enrolled in an approved degree-seeking or teacher certification program
- Be making Satisfactory Academic Progress towards the completion of your degree program

- Not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan
- Not owe a refund on a federal or state grant
- Not have borrowed in excess of federal loan limits
- Be registered with Selective Service, if required

Student Financial Aid Rights and Responsibilities

Students have the right to know:

- The procedures for applying for financial assistance and eligibility requirements
- Financial aid resources available and eligibility requirements
- Refunds and Repayment Policy in the event of complete withdrawal from school
- Cost of Attendance at LaGrange College
- Deadlines for applying for financial aid
- When and how your financial aid award will be disbursed
- Your loan indebtedness and estimated monthly payments
- Academic Programs available at LaGrange College
- Name of associations and agencies accrediting the institution and its programs
- Campus Security Statistics
- Athletic Program Participation Rates and Financial Support Data
- Completion and Graduation Rates

Students have the responsibility to:

- Submit complete and accurate financial aid applications
- Observe all deadlines for submission of financial aid documents
- Maintain regular class attendance in all courses for which financial assistance was awarded
- Maintain satisfactory academic progress towards the completion of their chosen degree or certification
- Notify the Financial Aid Office and lenders of any change in address or name
- Complete required Entrance and Exit Interviews for Federal

Stafford and for Federal Perkins Loan

- Respond to all communications regarding student loans and financial aid awards
- Comply with all eligibility requirements for financial aid award funds
- Repay student loan(s) received for education pursuits regardless of whether he/she graduates
- Notify the Financial Aid Office of any financial assistance to be received from an external source (VA Educational Assistance, Vocational Rehabilitation, Employer Reimbursement etc.).

Financial Aid Sources

Financial assistance for graduate study is primarily limited to student loans and a few state and institutional grants or scholarships. Available financial aid sources are outlined below.

Federal Stafford Loan is a low interest, repayable loan available to undergraduate and graduate degree seeking students regardless of financial need. The interest rate is a fixed rate of 6.80% for loans disbursed after July 1, 2006. Federal Stafford Loans are available from banks, credit union, savings and loans, and other lending institutions. The Federal Stafford Loan Program consists of a subsidized (need-based) and unsubsidized (non-need-based) loan programs. Subsidized loans will have interest subsidies paid by the federal government to the lender while the student is enrolled in school. Unsubsidized loans are available to students regardless of financial need. Interest accrues while the borrower is in school. The borrower has the option of paying the accruing interest or to allow the interest to accrue and capitalize.

The maximum Federal Stafford Loan a graduate student may borrow each academic year is \$18,500--\$8,500 from the Federal Subsidized Loan and \$10,000 from the Federal Unsubsidized Stafford Loan. The Federal Stafford Loan Program has a maximum aggregate (lifetime) limit on the amount of funds a student may borrow. The aggregate loan limit for graduate students is \$138,500, which includes loans received as an undergraduate student. Repayment of a Federal Stafford Loan begins six months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time students. The standard repayment period for a Stafford Loan is 10 years.

Graduate PLUS Loan is a new Federal loan program available to graduate students beginning July 1, 2006. The Graduate PLUS Loan allows eligible graduate students to borrow up to their cost of attendance minus other financial assistance. Unlike the Federal Stafford Loan, borrowers of a Graduate PLUS Loan are subject to a credit check to qualify for this loan program. The interest rate is fixed at 8.5% and repayment begins on the date of the last disbursement of the loan. Students must complete a FAFSA and apply for their maximum annual loan limit under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate PLUS Loan.

Federal Perkins Loan is a low interest, repayable loan awarded to undergraduate and graduate students with exceptional financial need. The interest rate is 5% and no interest accrues on the loan while the borrower is enrolled half time and during the grace period. Repayment begins nine months after graduating or withdrawal from school. This loan program has cancellation provisions for critical fields of study. Contact the Financial Aid Office for more information.

Georgia Student Assistance Programs

HOPE Teacher Scholarship provides forgivable loans to graduate students who are residents of Georgia and are pursuing an advanced educational degree in a critical field. Contact the financial aid office for more information.

LaGrange College Financial Assistance Programs

LaGrange College Teacher Discount is available to teachers holding a clear and renewable or provisional teaching certificate at the T4 level who teach in school systems in Troup, Meriwether, Coweta, Harris, Heard, Randolph or Chambers counties pursuing a Master of Education or Master of Arts in Teaching degree. The discount is 25% of assessed tuition only. This discount cannot be received in conjunction with any other discount offered by LaGrange College. To receive the discount, submit a copy of your teaching contract to the Financial Aid Office.

Disbursement of Financial Aid

All financial aid funds are credited directly to the student's account. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the student. Financial aid funds are for educational expenses and those students who fail to enroll or attend classes are not eligible for their financial aid award. Disbursements will only be made to students who have submitted all required documents for disbursement, are registered and have begun attendance in all classes, are meeting Satisfactory Academic Progress standards, and are enrolled for the appropriate number of credit hours to establish eligibility for individual financial aid programs. Financial aid disbursements are based on the recipient's enrollment status at the conclusion of late registration.

Disbursement of Excess Financial Aid

Students with residual financial aid funds after tuition, fees, room, board, and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the first day of classes or 14 days from the date the credit occurs (if after final registration). All refunds must be retrieved from the Business Office and requires a picture ID before disbursement.

If the student wishes to leave the credit balance on their account for subsequent terms, he/she must sign an authorization form with the Business Office.

Student Financial Aid and Federal Tax Implications

Students receiving scholarships and grants that exceed their tuition, fees, book and supplies should be aware that these funds are taxable under federal and state tax law. It is important that students maintain records of their grants and scholarships and documentation of educational expenses for reporting purposes.

Federal tax law allows for only qualified scholarships and grants to be excluded from income. Qualified scholarships are any amount of grant and scholarship received that is used for tuition, fees, books, supplies and equipment required for course instruction. Scholarships and grants that are specifically designated for educational expenses other than those described under qualified scholarships (room, board, transportation, or living expenses) are taxable.

For information, please read IRS Publication 970, "Tax Benefits for Education," for more details on reporting requirements or consult a tax professional.

Suspected Fraud

Institutions are required to report cases of suspected fraud to the Office of the Inspector General of the Department of Education, or, if more appropriate, to the state or local law enforcement agency having jurisdiction to investigate these allegations. Fraud may exist if the institution believes the applicant misreported or altered information in order to increase their financial aid eligibility or fraudulently obtain federal funds.

ACADEMIC POLICIES

Orientation and Advisement

Prospective and newly admitted graduate students in the M.Ed. and M.A.T. programs are initially oriented and advised by the Chair of the Education Division. At this time, the Chair orients the student to the program and to the College. Additional orientation is handled for the M.A.T. program during summer classes when students enter as a cohort group.

The Chair will assign graduate students to members of the program faculty, taking into account the total number of advisees being counseled by each faculty member in the graduate and undergraduate programs. Prior to the beginning of each academic term, graduate students meet with their graduate advisor to review their progress toward graduation and to schedule classes for the coming term. The faculty in the Education program utilizes exit interviews with their graduates to assess the effectiveness of their advising and orientation programs and to revise these efforts as needed.

Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he or she is registered. The student is solely responsible for accounting to the instructor for any absence. An instructor may recommend that the Vice President for Academic Affairs and Dean drop from class, with a grade of "W" or "WF", any student whose absences are interfering with satisfactory performance in the course.

Academic Calendars

The Graduate programs in Education follow the academic calendar of the Day program. The calendar is printed at the front of this bulletin.

Probation and Dismissal

A. Probation

Graduate students whose cumulative GPA falls below 3.0 at the end of a term or who fail to make sufficient academic progress will be placed on academic probation. The students will receive a letter from the Vice President for Academic Affairs and Dean informing them of their status. Students may remain on academic probation for two terms. The Summer Term is considered a regular term in the College's graduate programs. These students are no longer on probation when their cumulative GPA becomes 3.0 or above. In the event that their GPA does not rise to 3.0 or above within two consecutive terms from the date of academic probation, the students are subject to dismissal from the College. Only graduate courses taken at LaGrange College will be used to compute GPA.

B. Dismissal

Graduate students may not be dismissed from graduate studies for academic reasons unless they were first placed on academic probation. Graduate students who have been dismissed from graduate studies normally will not be readmitted unless it is mathematically possible that they can achieve a GPA of 3.0 or above prior to completing standard degree requirements. Students who are dismissed for academic reasons may appeal their dismissal to the Vice President for Academic Affairs and Dean within ten (10) working days following receipt of their notice.

Honor Code

Students at LaGrange College sign the Honor Code, which states,

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Council is selected each spring from student candidates by the outgoing President of the Honor Council, the outgoing President of the SGA, the Vice President for Academic Affairs and Dean, the President of the Faculty Assembly, and the Advisor to the Honor Council. A member of the faculty serves as advisor to the council. Both members of the faculty and the student body are expected to report any suspected violation of the Honor Code to the Honor Council, either to the Vice President for Academic Affairs and Dean or to the President of the Honor Council. Students who suspect a violation may, in a course-related case, first report the suspected violation to the course instructor. (For a complete description of the Honor Code and policies, please see the *Student Handbook*.)

The following are examples of violations of the Honor Code:

1. Lying in any academic matter
2. Cheating by either giving aid to or receiving aid from a student or other source without the consent of the instructor
3. Plagiarizing (using another's words or ideas without proper citation)
4. Failure to report a violation of the Honor Code
5. Failure to appear before the Honor Council as requested by written notice
6. Failure to maintain confidentiality regarding an Honor Council case

Sanctions include the following:

1. Assigning a grade of zero to the related academic work (assignments, exams, reports, projects, case studies, etc.)
2. Lowering the final grade in the course by one letter, in a grade-related offense
3. Assigning a grade of F in the course, in a grade-related offense
4. Suspension for the next semester, either fall or spring; or suspension for the next semester and an F in the course, in a grade-related offense; or
5. Dismissal from the College; or dismissal from the College and an F in the course, in a grade-related offense.

When a student accused of a violation does not appear for a preliminary interview when notified to do so, a hold will be placed on the student's transcript. A hold will also be placed on the transcript when the President of the Honor Council and the Vice President for Academic Affairs and Dean determine that the case will proceed to a hearing. This hold will be removed when the case has been resolved.

If a case cannot be heard before the end of a grading period, the instructor will submit the grade of "I" until the Honor Council acts on the case.

The Honor Council reserves the right to conduct a hearing in absentia when a party to the case fails to appear as directed.

An investigation and hearing shall be confidential and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to these proceedings to anyone outside the bounds of confidentiality. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he or she will automatically be bound by confidentiality. Those within the bounds of confidentiality include Council members, the faculty advisor to the Council, the Vice President for Academic Affairs and Dean, the President, accusers, the accused, witnesses, persons interviewed during the investigation, and the College's attorney. In addition, the accused may include within the bounds of confidentiality his or her parents,

faculty, staff, minister, personal or legal counsel.

All tests at the College are conducted under the Honor Code. Accordingly, instructors may leave the room during the examination and students are on their honor to do their own work. The Honor Code should be abbreviated on the outside of the test and signed by the student before handing in the examination. Students should leave all books and materials not pertaining to the test either in the hall outside the classroom, or next to the wall in front of the classroom. Students should take the test in the designated classroom, except under extenuating circumstances or by prior arrangement.

Work prepared out of class should be that of the individual. Any assistance from fellow students, books, periodicals, or other materials should be carefully acknowledged. Instructors should give specific guidance regarding what constitutes a violation of the Honor Code. If any doubts about plagiarism arise, a question should be raised by the instructor.

As early as possible in the term, the instructor should make clear to his or her classes how the specifications of the Honor Code apply to class requirements. For example, what constitutes a legitimate use of source material, especially material on the Internet, should be made clear.

Academic Appeals

Graduate students at LaGrange College have the right to appeal academic decisions including grades. Appeals by students must be in writing and the response to the student must be written. Appeals must first be submitted to the level which originated the decision.

A. Grade Appeals

An appeal of a grade must be submitted first to the professor who assigned the grade. If not resolved satisfactorily, the appeal must be submitted in writing to the Academic Policies Committee. The chair of the Academic Policies Committee will appoint a subcommittee of three committee members, none from the originating department. Their decision is final.

B. Other Academic Appeals

Appeals other than grades should be filed in the following order if not resolved at a lower level: Professor, Department Chair, Division Chair, the Academic Policies Committee, Vice President for Academic Affairs and Dean, and ultimately, the President. As an example, an appeal of a policy or decision must be submitted to the department. An appeal of a College requirement must be submitted to the Vice President for Academic Affairs and Dean.

Grades and Credits

The definitions of grades given at LaGrange College are as follows:

- A superior
- B above average
- C average
- D below average
- F failing
- I incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond the student's control has been unable to complete the work during that term.
- P pass
- NC no credit or non-credit
- W withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.
- WF withdrawn failing. The grade of "WF" is included in computing the grade-point average.
- AW audit withdrawn
- AU audit complete
- NR grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he or she pays full tuition. To have a grade of "NC" recorded, he or she must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Vice President for Academic Affairs and Dean. Only lecture courses may be audited. No new freshman student may audit any course during the first semester of residence at LaGrange College.

An "I" is a temporary grade, assigned by an instructor within the last three weeks of the term to students who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, students should withdraw.

An "I" is removed by the date indicated in the academic calendar. Failure to remove an "I" by the date set initiates the following action: The Registrar will write a letter to the student using the address on file. The letter indicates that the student has two weeks to respond. Otherwise the "I" grade will be converted to an "F".

Grades are assigned and recorded for each course at the end of each term. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

GRADUATE EDUCATION PROGRAMS

Introduction to Programs

The Education Department of LaGrange College offers two masters degree programs. The Master of Arts in Teaching (M.A.T.) induction program is an alternative route to certification designed for those with a four-year degree who wish to become secondary teachers in high schools or middle schools. The Master of Education in Curriculum and Instruction (M.Ed.) is an advanced degree for practicing educators.

Guidance and Counseling

1. Upon acceptance, the student is assigned an advisor.
2. With the help of the advisor, each student plans a program of study to satisfy the requirements of the selected masters program.
3. In order to establish definite goals as well as intermediate objectives,
 - a periodic checklist and definite timetable will be mutually agreed upon by the student and advisor.
4. Students are responsible for seeking advisement and meeting graduation requirements.

Transfer Credit

With the approval of the Department Chair, up to 6 semester hours of credit in appropriate courses from an accredited degree program may be applied toward a degree. Petitions for approval of transfer credit should be made to the Department Chair. The final 12 hours of study must be completed at LaGrange College.

Extension and Correspondence

Graduate credit is not allowed for work done in extension or by correspondence.

Course Load

The M.Ed. And M.A.T full-time course load is 6 semester hours. Loads may not be exceeded without permission from the Department Chair and the Vice President for Academic Affairs and Dean.

Grades

All graduate programs require the student to maintain a grade point of 3.0. No credit toward the degree will be awarded for any grade below 2.0 (C).

Probationary status

No grades below a 2.0 (C) will be accepted. In the event a student's GPA falls below 3.0 the student will be placed on probationary status. The student has two semesters in which to remove the probationary status. Failure to do so will result in being dropped from the program. All requests for exceptions must be addressed to the Department Chair.

Grade appeals

Students may appeal grades by first seeking to resolve the issue with the faculty member concerned. If this does not result in a resolution of the problem the student may then appeal to the Academic Policies Committee.

Time Limitations

Candidates must complete all requirements for their degree within five years starting from the date of admission to the program. All courses or requirements that do not meet this requirement must be repeated.

Applying for Graduation

One semester prior to the anticipated date of graduation, the graduate candidate must file, through the advisor, an application for graduation with the Vice President for Academic Affairs and Dean. Any changes must be approved by the advisor and the Vice President for Academic Affairs and Dean. The applications for graduation are available from the Education Department office.

Master of Arts in Teaching Program

Admission Requirements

Students apply for admission to LaGrange College graduate programs through the Graduate Admission Office. At the time of admission, all students are assigned an academic advisor. Ordinarily, candidates for the M.A.T. induction program begin courses in June of one year and conclude the program in July of the following year. The Education Office will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status. Transcripts and coursework will be examined to determine appropriateness for the M.A.T. induction program. Candidates are required to maintain a 3.0 grade point average.

For **unconditional** acceptance to the Master of Arts in Teaching program, an applicant must:

1. submit satisfactory official transcripts from each graduate and undergraduate institution attended;
2. supply three letters of recommendation;
3. complete an interview with the Chair of the Department of Education;
4. provide criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification;
5. earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;
6. provide passing scores for the Praxis I requirement or GACE equivalent; and the candidate should have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher or a GPA of 3.0 in the last 60 semester hours;
7. present a completed application with a non-refundable \$20.00 fee.

Conditional Admission

Conditional: if one or more of the admission requirements is not completed, students may be admitted on a conditional basis. The student must remove the conditional status within 12 semester hours of coursework. Failure to do so will result in being dropped from the program.

Teacher Certification

The M.A.T. induction program requires an internship component in schools either through a provisional certificate or field experiences. Candidates will be recommended for initial certification in the State of Georgia at level 5, Masters Level, when they have completed program coursework satisfactorily and met the Praxis II requirement or GACE equivalent. Those completing the M.Ed. program are also completing requirements for level 5. Some M.Ed. candidates may choose to

Graduation Requirements

All candidates shall successfully complete 36 semester hours with a 3.0 (B) average or better, complete internship or student teaching, and make an Exit Presentation. The Exit Presentation consists of a portfolio review and reflections to the group on teaching and learning experiences in schools.

Program Course Plan

Master of Arts in Teaching

Course	Title	Credit Hours
EDUC 6010	Assessment and Accountability	3
EDUC 6020	Educational Technology	3
EDUC 5020	Methods of Teaching and Learning	3
EDUC 5030	Research in Curriculum and Instruction	3
EDUC 5040	Affirming Diversity in the Classroom	3
EDUC 5060	Students with Special Needs	3
EDUC 5700	Internship I	4
EDUC 5700	Internship II	8
EDUC 6030	Problems in Reading	3
EDUC 6040	Foundations of Curriculum and Instruction	3
Total		36

Master of Education in Curriculum and Instruction

Admission Requirements

Candidates apply for admission to the M.Ed. program through the Education Department. At the time of admission, all students are assigned an academic advisor. As a general policy, candidates begin courses in June of one year and complete courses in July of the following year. The Education Department will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

Before an applicant can be admitted as a regular student qualifying for financial aid, the college must have received copies of official undergraduate transcripts, GRE or MAT scores, three letters of recommendation from supervisors, fellow teachers, parents of former students or others who can attest to the candidate's potential in the program, and other information required of the applicant by the Education department. The candidate should have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher or a GPA of 3.0 in the last 60 semester hours and a suggested score of 1000 on the GRE or 40 on the MAT. Test scores must not be more than five years old.

Program specific requirements are:

1. Candidates are required to maintain a 3.0 grade point average;
2. Have a successful interview with the department chair;
3. Hold a current or renewable teaching certificate;
4. Must hold an undergraduate degree from an accredited college or university;
5. Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;
6. Verify that no criminal record or discharge from the armed services will prevent continuing teacher certification;
7. Present a completed application with a non-refundable \$20.00.

Conditional Admission

If one or more of the admission requirements is not completed, students may be admitted on a conditional basis. The student must remove the conditional status within 12 semester hours of coursework. Failure to do so will result in being dropped from the program.

Graduation Requirements

All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) average or better and complete and present either their Graduate Field Project or defend their Graduate Thesis.

Program Course Plan

The Master of Education program offers students a diverse educational background and prepares them for a creative leadership future as teachers. This program consists of 30 semester hours comprised of ten courses and requires five academic semesters to complete. In this program, the candidates have three classes devoted to research: EDUC6090 Research and Project Preparation during the first summer session, EDUC 6200 Directed Research during the January Interim, and EDUC 6300 Graduate Thesis/Project Defense Seminar taken in the second summer. In addition to the research classes, the candidates take EDUC 6030 Problems in Reading during their first summer session, EDUC 6010 Assessment and Accountability and EDUC 6100 Theories of Constructivist Learning in the second summer session, EDUC 6060 Literature across the Curriculum and EDUC 6045 Curriculum Studies in the fall semester, EDUC 6070 School Law and Contemporary Issues in Curriculum and Instruction and EDUC 6080 Differentiated Instruction and Student Diversity during the spring semester.

Master of Education in Curriculum and Instruction

Summer I '06	EDUC 6090 Research and Project Preparation EDUC 6030 Problems in Reading
Summer II '06	EDUC 6010 Assessment and Accountability EDUC 6100 Theories of Constructivist Learning
Fall '06	EDUC 6060 Literature Across the Curriculum EDUC 6045 Curriculum Studies
January Interim '07	EDUC 6200 Directed Research
Spring '07	EDUC 6070 School Law and Contemporary Issues in Curriculum and Instruction EDUC 6080 Differentiated Instruction and Student Diversity
Summer '07	EDUC 6300 Graduate Thesis / Project Defense Seminar

Course Descriptions

EDUC 5020 Methods of Teaching and Learning (3)

This course explores middle and secondary teaching and learning from a pedagogical perspective. Models of teaching will be studied and applied through a rigorous field experience. The internship experience will afford an opportunity to further construct knowledge and apply the skills learned in this course to your classroom. A constructivist philosophy of education, one that involves assessing the prior knowledge of students and using experiential, inquiry-oriented, and active learning strategies to construct new knowledge, will be emphasized. In addition, classroom management issues will be addressed.

EDUC 5030 Research in Curriculum and Instruction (3)

Course focuses upon historical, descriptive, and experimental inquiry. Emphasis on interpretation of research, particularly in middle and secondary curriculum and instruction. Overview of the inquiry process, fundamental statistics, issues of reliability and validity, and landmark research impacting educational practice.

EDUC 5040 Affirming Diversity in the Classroom (3)

Students will read and discuss articles and critiques by scholars who are concerned with issues of equity, social justice, community and responsibility in a democratic, multicultural society. Because teachers are advocates for curriculum, instruction, learning environments and opportunities that support the diverse needs of and high expectations for all students, an emphasis will be given to the implementation of multicultural teaching in the classroom. Course will encourage teachers to think theoretically about their practice and learn from experience through contemplation of how the research in multicultural education relates to the classroom today.

EDUC 5060 Students with Special Needs (3)

A study of identification and diagnostic techniques for secondary teachers as related to areas of exceptionality among students, alternative styles of teaching to meet special needs, and related legal issues.

EDUC 5700 Internship I (4) and II (8)

Student Teaching is a full semester (13 week) internship in specific middle and high schools with pre-service teachers gradually assuming total responsibility for the class. They are evaluated through a rigorous performance-based assessment process based on national standards. They will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars will be held in conjunction with these experiences and will address a variety of topics. Portfolio elements required.

EDUC 6010 Assessment and Accountability (3)

This course is designed to acquaint students with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed will be theory, methods, standardized tests, and fundamental statistical concepts. In addition the students will study testing, grading, ethical considerations, and current issues in educational assessment

EDUC 6020 Educational Technology (3)

Educational Technology is offered to graduate middle and secondary MAT/MED majors during the summer semesters. This course will meet the expected performances found in the Georgia Technology Standards for Educators. It is designed to teach Global Communication Skills, Application Skills and Integrative Strategies. All students will be responsible for designing a professional web site and electronic portfolio that will contain evidence of their expertise in classroom technology. The evidence will be aligned with the Georgia Technology Standards.

EDUC 6030 Problems in Reading (3)

A study of reading problems encountered in public education. This course addresses reading skill development in special populations including those with limited English abilities, problems in content reading assignments, and non-readers in the secondary school setting. Special attention is given to developing strategies for teaching reading and writing to readers at various skill levels. Students from the MAT and MED program will work together in developing resources for effective teaching based on the Georgia QCC objectives and standards from IRA and NCTE.

EDUC 6040 Foundations of Curriculum and Instruction (3)

This course provides candidates with an overview of the theories and models that have shaped the way curricula have developed and the way processes, tools, and applications affect instructional practices. The course examines current educational issues that continue to shape curriculum and instruction in our schools.

EDUC 6045 Curriculum Studies (3)

This course provides candidates with an overview of the theories and models that have shaped the way curricula have developed and the way processes, tools, and applications affect instructional practices. The course examines current educational issues that continue to shape curriculum and instruction in our schools through a historical lens to explain why educational practices are as they are today. The course includes primary research with historical material.

EDUC 6060 Literature Across the Curriculum (3)

This course is designed to examine literature genres and current trends in children's and adolescents' literature with special focus on integrating the curriculum through books. Some emphasis will be placed on ways to select books wisely for instruction, pleasure, and enrichment. Other components include designing lessons and instructional resources using Georgia QCC objectives, award winning books, and standards from IRA and NCTE

EDUC 6070 School Law and Contemporary Issues in Curriculum and Instruction (3)

This course focuses primarily on how the courts affect curriculum and explores issues in curriculum and instruction from an educational literature perspective. Students will investigate curriculum theory, development, implementation, and evaluation as well as local and national standards. Students will utilize texts and professional journals to become knowledgeable practitioners with regard to curriculum and instruction.

EDUC 6080 Differentiated Instruction and Student Diversity (3)

This course examines how schools implement organizational and teaching practices that support the democratic values of liberty, individual freedom, justice, fairness and the issues of equality and equal opportunity in American schools. Teachers will be introduced to new methods of differentiating instruction and will examine current research in the areas of teaching and learning. They will maintain a reflective log recording their implementation of differentiated instructional strategies.

EDUC 6090 Research and Project Preparation (3)

This course focuses upon theory, methods, and basics of educational research. Students explore the inquiry process, fundamental statistics, and consider issues of reliability and validity. Use of Galileo, references and resources, statement of a problem, expression of hypotheses, research design, organizing the review of literature, gathering data, basic statistical analysis of data, reporting and discussing findings, and drawing conclusions are components of the course. Candidates will consider research opportunities for their Graduate Project or thesis.

EDUC 6100 Theories of Constructivist Learning (3)

This course is based on developmental, social and cultural theories for cognitive, emotional and moral growth. From a multicultural perspective, the course will focus on the ways in which individual development is shaped both by biological and environmental forces within specific social contexts.

EDUC 6200 Directed Research Seminar (3)

Designed to meet individual needs of graduate students who are preparing their thesis or graduate field project. This course is generally taken during the Interim term.

EDUC 6300 Thesis or Graduate Field Project Seminar (3)

Working under the guidance of the candidate's chair, this course is taken during the semester in which the candidate plans to defend her or his thesis or graduate project.

GRADUATE FACULTY

Education Division

Joyce Hillyer (1995)

Associate Professor of Education;
B.S., M.Ed., Ed.D., Auburn University

Don Livingston (2001)

Assistant Professor of Education; Chair, Department of Education
B.S. Drexel University; M.Ed., West Chester University;
Ed.D., Georgia Southern University

Margie Yates (2005)

Assistant Professor of Education
B.S. University of Georgia; M.Ed. Columbus State University;
Ph.D. Auburn University

Adjunct Faculty

Linda Buchanan (1996)

Vice President and Dean for Student Life & Retention
B.A., Georgia William College; M.A., Eastern Kentucky;
Ph.D., Georgia State University

Sharon Livingston (2006)

Assistant Dean for Academic Affairs
B.S., Drexel University; M.S.A., West Chester University;
Ph.D., Georgia State University

Content Faculty Advisors

Toni P. Anderson (1999)

Professor of Music; Chair of the Music Department
B.M., Lamar University; M.M., New England Conservatory of Music;
Ph.D., Georgia State University

Kim Barber (1995)

Associate Professor of Theatre Arts; Chair, Division of Fine Arts;
Chair of the Theatre Department;
B.S., University of Tennessee; M.F.A., University of California at
Los Angeles

Jon Birkeli (1987)

Ely R. Callaway, Sr. Professor in International Business; Chair of the Business Department
A.B., Lenoir-Rhyne College; Ph.D., University of South Carolina

John D. Lawrence (1970)

Fuller E. Callaway Professor of Art and Design, Chair of the Art Department
B.F.A., Atlanta College of Art; M.F.A., Tulane University

Tracy L. R. Lightcap (1991)

Associate Professor of History and Political Science, Chair of Political Science Department
A.B., University of the South; M.A., University of South Carolina; Ph.D., Emory University

Frederick V. Mills (1967)

Professor of History; Chair, Department of History
A.B., Houghton College
S.T.B., Temple University; M.Th., Princeton University
M.A., Ph.D., University of Pennsylvania

Greg A. McClanahan (1988)

Professor of Mathematics; Chair, Division of Science and Mathematics, Chair of Mathematics Department
B.S., M.S., Auburn University; Ph.D., Clemson University

William J. McCoy, IV (1991)

Professor of Chemistry/Physics, Chair of Biology, Chemistry, and Physics Departments
B.S., Yale University; Ph.D., University of North Carolina

Amanda R. Plumlee (1996)

Associate Professor of Latin American Studies and Modern Languages, Chair of Latin American Studies and Modern Languages
B.S., UTC of Chattanooga; M.A., Ph.D., University of Tennessee

Laine Allison Scott (1998)

Associate Professor of English, Chair of the English Department
B.A., The College of William & Mary; M.A., Middlebury College; M.A., Salisbury State University; Ph.D., University of Alabama

Carol M. Yin (1991-1994, 1996)

Associate Professor of Mathematics
B.S., M.A.M., Ph.D., Auburn University



